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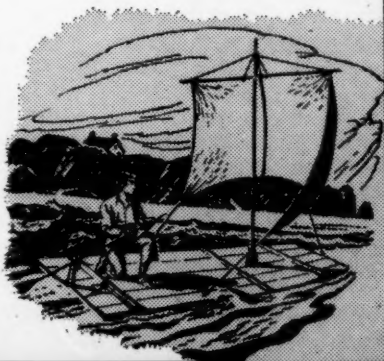
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SCHOOL LIBRARIES

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October, 1958

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a division of the

American Library Association

Executive Secretary: ELEANOR E. AHLERS
50 E. Huron St., Chicago, Illinois

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October 1958

7

REPORT OF THE EXECUTIVE SECRETARY

1957-58

ELEANOR E. AHLERS

Almost a year has sped by since your Executive Secretary arrived at Headquarters last September. It has



been a year filled with hard work, excitement, new friends, travel, some accomplishments, and a certain number of frustrations. Inadequate secretarial and clerical help has often placed the emphasis on the title of the job on *secretary* and not on *executive*. It has been a year for learning and for becoming acquainted with the structure and organization of ALA, staff responsibility at ALA, as well as the work, program and membership of AASL.

You have heard from the chairman of the Professional Relations Committee (see page 27); a report of contacts and achievements with outside educational associations; you will hear shortly a report from the President on the work of other committees and aspects of the AASL program. The Executive Secretary would like to tell you briefly about the work of this office.

The most time-consuming activity in the care of the office is correspondence. On an average some 225 individual letters were dictated each month. Of this number an average of ninety were in reply to requests for information, some of which needed research and study. In addition, more than sixty requests were filled each month by sending materials without a letter. You may be interested to know that the request made most often was for advice about starting a school library, with the majority of such requests at the elementary school level. The most popular giveaway item has been the February,

1958 reprint of the ALA *Bulletin* on "The School Library and the Gifted Child." It was on an extremely timely topic this season. Next in popularity was the new leaflet entitled "How to Start an Elementary School Library" then the Publishing Department leaflet *School Activities and the Library* followed by Mary Gaver's booklet for National Library Week, "Every Child Needs a School Library," and the "Book Selection" reprint from the March, 1957 issue of *School Libraries*. Many questions were asked about standards, library instruction and student assistants. Many new bibliographies and leaflets are needed to help in answering such questions. You as members in various parts of the country can make a real contribution by supplying some of your excellent materials.

At Headquarters there were staff meetings to attend almost every week, conferences with other staff members when mutual work was involved, visitors to entertain or talk with, material to write, criticize or comment on. In the mail came reports, summaries, articles, for comments and criticism. Your Executive Secretary served as staff liaison for the AASL-ACRL DAVI Joint Committee and one of three staff liaison for the Dutton-Macrae Award. She was responsible for sending materials from the office to nine exhibits at professional meetings. There was not time for much original writing except for the article "Developing Library Skills—Whose Responsibility?" which appeared in the 1958 issue of *School Activities and the Library*.

This first year has been filled with travel. The Executive Secretary attended five educational conferences and served as a consultant in the exhibit booth during several days at
(Continued on Page 32)

COOPERATION OF COUNSELOR AND LIBRARIAN

HELEN F. FAUST

Assistant Director, Division of Pupil Personnel and Counseling,
School District of Philadelphia

There are the obvious and usual ways for the librarian and the counselor to cooperate: referral by the librarian to the counselor of children who seem to need intensive, individual help, and referral by the counselor to the librarian of pupils with particular intellectual, vocational or recreational interests who need help in using books more advantageously. These opportunities we use and surely could use more frequently and with more discrimination. However, this sort of cooperation will inevitably grow out of our mutual recognition that our bond is deeper than this reciprocal use of each other's service.

The real bond between us is that we both have the opportunity to work with individuals as individuals. For that reason, I thought perhaps it might be useful to speak briefly of a few of the concepts which are fundamental to good counseling and have bearing in all relationships with young people.

These four or five concepts will not be new to you, but in both our groups they may be so obvious that their importance is lost in the pressures of our busy days.

One of the basic facts about youth, and particularly adolescents, is their tremendous potential for change. The contrast between students from the time that they are in 10A and the time that they graduate provides a vivid illustration of the enormous changes occurring in adolescence. The pudgy, smooth-faced, transparently moody little boy in 10A becomes in

three years a tall, well built, poised young man. One such boy who had many, many problems in growing up and who stormed and wept his way through three years in and out of the counselor's office came in a few days before graduation and with great dignity asked the counselor—"How are things with you today, Mrs. Smith?", thus indicating a mature capacity for being concerned about others.

A firm belief in growth as a positive life force and as the biggest asset to educators is a vital one for us to have, not just as a stray physiological fact, but as a basic article of faith.

We tend to take growth for granted and consider more carefully the pattern that we, consciously or unconsciously, wish to impose. You want to make the child a good reader. I may want him to attend school more regularly or study harder, and we both struggle to compel him to accept our convictions. Right now the whole country is clamoring for the schools to make young people better scientists, better mathematicians and better behaved citizens.

There is great danger in all this clamoring demand that we may forget a second concept—namely, that the direction of this change will be determined largely by the individual's choice. We may be able to help him find a more positive direction, but we cannot make him *be* anything he does not choose to be. Try to make a chronic truant who hates school become a good student. We may take him into court; we may fine his parents; we may penalize him for breaking the law by committing him to a correctional institution; but he can forever resist our demands that he do well in school.

In working with youth, it is vital that our second article of faith be

(EDITOR'S NOTE: This paper was presented as part of the in-service education program of the Philadelphia school librarians, during the 1957-58 term, at the request of the librarians. We are indebted to Dr. Lillian Batchelor for making it available to *School Libraries*.)

the recognition that the individual's goals, his direction and the amount of energy he puts into pursuing them, will ultimately depend on his own will and motivation.

Once we accept in all sincerity the validity of these two concepts: the inevitability of change, and the dominance of choice as the factor determining that change, then we necessarily become curious about what are the things which will affect his choice. Why does one boy choose to be an earnest student and another of equal ability to be a playboy? To generalize very simply, each chooses in order to meet his own pattern of needs—physical, intellectual and emotional. This leaves us with the complex task of trying to understand the pattern, which is a varying one. For example, while the baby's needs are to be cared for, to be loved, fed and made comfortable, probably the most important one for an adolescent is his need to discover his own identity as a person. "Who am I?" "What am I?" "What will I be?" are the most pressing questions for the adolescent who is deeply troubled because he actually has so many important choices to make.

A few years ago, a group of very superior students in one of our senior high schools were asked to submit anonymously any problems about which they were so deeply concerned that they would welcome discussion of them by a psychiatrist. I have a copy of the list of questions—which are sometimes humorous and sometimes poignant, but always searching. Let me quote a few which illustrate this third point I wish to make—that adolescents are searching to understand themselves and to find the pattern of their maturity.

"At times I act stupid in front of my parents and relatives. However, when I am out with friends I act older and more serious. Is this normal?"

"What makes some boys and girls shyder than others, and how can this

be prevented?"

"I have no special goal in life. Just take things as they come."

"How can I get out of the shadow of more intelligent relatives?"

"Why is it that when I work in my father's store the customers always ask for other salesmen?"

The questions of these boys were predominantly questions of this sort, revealing their concern about themselves and their desire for inner security.

Moreover, their search is not simply an intellectual process. Emotional reactions, conscious and subconscious, are undoubtedly the more powerful factors. Adolescence is a highly charged emotional period. Whether he appears inarticulate, or brash and noisy, there is in the adolescent a kind of quivering sensitivity in his responses to life. If we wish to be helpful in his development and education, we cannot ignore the fact that feelings vitally affect the child's functioning. Help offered in counseling and in all direct relationships with youth must take into account the quality of those feelings.

Let me illustrate this concept by quoting from a boy's high school composition which explains his choosing to be in a gang. First, he tells about his loneliness in living with a grandmother who worked, drank and ignored him.

This made me feel as if I wasn't wanted, and it also gave me a feeling of insecurity. Every human being, no matter how good or bad he or she may be, has a desire to love and be loved. I was no different from anyone else in the world.

When I was younger I used to sit and daydream about those lucky individuals who had a mother and father. Sometimes I would put myself in their places. These thoughts filled my soul with rapture.

Some of the boys in the neighborhood started a gang. I was asked to join, and this I did. In this gang I found the love and security for which

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I looked for so long.

This excerpt states dramatically in a few sentences all that I have been trying to say: the boy's awareness of his own change and development, his search for status and security—a place in the sun, his awareness that he himself chose the gang, and his recognition that emotional factors were largely responsible for his choice.

Our adolescent pupils, changing, groping, uncertain of themselves and highly emotional, invite strong reactions from busy adults. We are apt to shift between downright antipathy when their behavior annoys us to a sentimental sympathy in our more nostalgic moments. These young people need adults, and they need us to hold firmly to a midpoint that is neither unfriendly nor sentimental. A group of high school teachers were talking with our psychiatrist about how to establish a favorable emotional climate in the classroom. He proposed a formula which he called the 3 F's—friendliness, fairness and firmness. Friendliness and fairness are natural outgrowths of understanding, but these are not enough without the third ingredient.

A fifth concept which is useful both to librarians and counselors is that of the importance of clear-cut limits maintained by understanding adults. These limits—rules, authority, discipline or simply adult strength—are effective controls on all this emotional power of the searching youth. A library has to have rules, so does a counseling office, so does the total school. These rules we normally think of as being useful to keep order or to be sure that the books are used to the best advantage, but there is another even more important point to rules. We want youth to develop under controls; but to help them learn how to do this, we need to define rules clearly and then hold to them firmly. Without this firmness, understanding is apt to be a flimsy thing. There was a family once who knew all about the importance of healthy emotional de-

velopment and about the mysteries of psychological phenomena. These parents became very unhappy because their children developed a habit of throwing their toys out of the second-floor window. So perturbed were they, that they went to a psychiatrist for help with this problem. After listening to their sad tale, he looked at the parents sternly and asked, "Did you ever tell them to stop it?"

These are not new concepts to any of you, but what do we librarians and counselors do with them? First of all, knowing them with our heads is not enough. Conviction about their validity needs to permeate our thoughts and feelings to such a degree that our relationships with young people are intuitively sound whether they develop in a series of interviews about complicated personal problems or whether they are limited to brief interviews about very concrete situations.

There is considerable evidence that school problems are basically personality problems. If this is so, it becomes imperative to introduce a mental hygiene approach into the school. Such an approach has been resisted because to many it connotes a lowering of standards which school personnel rightly defend. Handling a pupil with knowledge and consideration of his feelings has been confused with coddling him. Many of you handle the pupils who come to you with generous portions of warmth and intuitive understanding without sacrificing standards. Miracles are accomplished, but they are not enough. In order to help pupils overcome personality difficulties and learn more readily, school personnel must be equipped with current knowledge relating to the growth of the healthy personality.

In the beginning I said that a good relationship between the counselor and the librarian is a logical one because we both work with individuals. I have tried to suggest a few concepts we both use in helping pupils. These

(Continued on Page 33)

SCHOOL LIBRARIES IN THE U.S.S.R.

BORIS I. GOROKHOFF, U.S.S.R. Specialist

Slavic and Central European Division, Library of Congress

School libraries in the Soviet Union are expected to provide books for reading in class and at home, in accordance with the overall teaching program, as well as manuals and other aids for the teachers. The library budget is under the direction of the school superintendent; most books are received from a supply agency which is part of the state book distribution system. Many of the books acquired are published by the State Children's Literature Publishing House, which issues the series "*School Library*" and "*First Library for the School Child*." The library may also contain pamphlets, magazines, newspapers, prescribed textbooks, teaching programs and reference works. Systematic weeding is required of publications "which have become obsolete from a scientific or ideological point of view."

Regulations require that the books be classed, basically, according to a decimal classification, with Cutter numbers. A classed catalog is prescribed for each library; large libraries are required to have alphabetical catalogs also. In the classed catalog (which is also arranged by the decimal system and thus amounts to a shelf-list) cards are arranged under each heading as follows: (1) works by Marx, Engels, Lenin and Stalin (the last at least until recently); (2) decrees of the Communist Party and the government; and (3) works by other authors, alphabetically.

In addition, special illustrated catalogs are recommended for the children's use. A typical example given in one source consists of a painted board marked "What to Read," with six hooks, each supporting a sheaf of cards, the top card being illustrated. The six groups of cards are entitled respectively: "On Lenin and Stalin";

"In our native land"; "The fight for peace"; "On children"; "Everything about nature"; and "What to make yourself and how."

In primary (grades 1 to 4) schools, full-time librarians are not appointed; the library is supervised by one of the regular teachers, who receives (in the larger schools) 75 rubles a month extra for this duty.

Seven-year and ten-year schools are supposed to have full-time librarians; this position calls for graduation from a secondary pedagogical or library school (respectively, a four-year or a three-year course after completion of a regular seven-year school). It appears to be the policy to assign teachers in poor health to library work.

Borrowing for home use is encouraged, even in the first grade (age 7). In separate libraries designed expressly for children, the average reader is said to borrow between 25 and 35 books a year, and this figure is given as a guide for school librarians.

A separate room for the library is considered desirable, but in many cases the library is housed in a room used for other purposes, in which case the books are kept under glass.

The functions of the librarian, like those of all teaching personnel, are directed towards educating the children in the spirit of Communism. In addition to supplying teachers with books and reference information, the librarian is expected to advise children in reading, provide material for theme composition, assist the pupils in using reference materials, organize reading clubs and book readings, and manage the library, including performing the cataloging.

The following are statistics published in Soviet sources concerning the growth of libraries in general schools. (Continued on Page 33)

SOVIET SCHOOL LIBRARIES*

By Y. CHERNYSHEVA

Every Soviet school, urban or rural, seven-year or secondary, has a library of its own, with children's literature and belles lettres, books on history, geography and natural sciences, magazines, newspapers, all kinds of handbooks, dictionaries, maps, albums, etc.

The size of the collection depends upon the number of pupils and the period the school has been in existence. In secondary schools the book fund often counts dozens of thousands of volumes. In their work, these libraries differ but little from city and district children's libraries with which they maintain close contact.

The library is at the full disposal of the school, and the principal of the school shares with the librarian the responsibility for its operation, and book acquisition and preservation. The means for the purchase of books are annually allocated to all schools by city and district boards of public education. The librarian receives a salary on equal grounds with teachers. The use of books in school libraries, as in all libraries of the USSR, is free of charge. Children may both read books and other materials in the reading rooms and take them home.

Every pupil, beginning with third grade, may take any book there is in the school library.

The work of the school library is subordinated to the general instructional and educational tasks of the school. The library assists the teachers in the correct organization of reading, in coordinating it with the curriculum. It promotes the expansion of the pupils' mental outlook, the instilling in them of high moral qualities. It trains school children in the independent use of books, inculcates in them a love for books, teaches them to handle books carefully and

to return them in due time after reading. Every library has a group of voluntary pupil assistants who under the guidance of the librarian look after the repair of books: glue on loose pages, tidy up the bindings, etc. Thanks to this, books remain in use for a longer time.

School librarians are people with a special or pedagogical education. The librarian's entire activities are controlled by the principal of the school. The plan of the librarian's work is discussed at the teacher's council and approved by the principal. The work of the school librarian is periodically checked upon by the school library inspector of the city or district board of public education.

The school librarian has many different duties. He issues books, magazines and newspapers to children, acquaints them with the new publications purchased through the local library book distribution centre and directly in book shops.

The librarian attaches great attention to the organization of the pupils' reading, the study of their interests and tastes, to teaching the habits of independent work with books. He talks with pupils and their parents, urging them to look after their children's reading and explaining to them the role of children's literature in the upbringing of a child, in shaping his character and outlook.

The librarian also helps in selecting literature for written works and for subject study circles. In the library reading rooms one can often see young historians, geographers, naturalists, lovers of literature, mathematicians preparing for their reports at study circles. For every one of them the librarian carefully selects books and magazines, both recommended by the teacher leading the study circle and of his own choice, helps in finding in them material which may

*This article was submitted by the Embassy of the U.S.S.R., Washington, D. C.

make the report specially interesting and absorbing.

Children's acquaintance with new books is made through the organization of book exhibitions and the putting up of information posters and lists. These are prepared by young readers themselves, under the guidance of the librarian. An important role in the propaganda of new books is played by readers' conferences, on books of especial interest to children, at which readers exchange their opinions of the book and appraise it. Thus children are getting accustomed to stating their opinion freely, to grasp more profoundly the contents of the book.

Sometimes school readers' conferences are attended by the authors of books under discussion. Children's writers listen to their young readers' remarks with great interest, reply to their questions, share with their creative plans and read passages from their still unpublished works. Meetings of this kind are held frequently and are especially interesting during the traditional Children's Book Week held in the spring holidays. For this week the school libraries time book exhibitions, lectures and talks on new books, loud readings of favorite books for junior-graders.

Translations of foreign books for children enjoy great love among young readers. One can often see a third-grader asking for the book about Tom Sawyer and, when given it, grasping gladly this wonderful work by Mark Twain, which has already passed through many children's hands. The titles of such books as Greenwood's "Little Ragamuffin" and Harriet Beecher Stowe's "Uncle Tom's Cabin" can be seen in the card of any junior-grader, while senior-graders read with great interest books by Archibald Cronin, Wilson Mitchell, Upton Sinclair, Graham Green. Many senior pupils, besides the school program, study foreign languages independently including English. To help them, the school libraries organ-

explore with books nov. 2-8



BOOK WEEK, Nov. 2-8, will develop the theme *Explore with Books*. The official poster, in five colors, was created by the well-known designer and book illustrator, *Paul Rand*. Copies of the poster, of streamers, and of the *Explore with Books* mobile, as well as other helps for planning BOOK WEEK are listed in *Aids for Celebrating Book Week* available from THE CHILDRENS BOOK COUNCIL, INC., 50 West 53 St., New York 19, N. Y.

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ize language study circles led by teachers or librarians having a good knowledge of foreign languages.

There are thousands of schools and school libraries, and dozens of millions of young readers in the Soviet country. "The Book Is Man's Best Friend"—children come to know this truth first in their school library. There a love for books, for reading is instilled in them from early age by librarians, people who not only love literature but also have, as a rule, an experience of library, pedagogical and educational work.

THE SECONDARY-SCHOOL TEACHER AND LIBRARY SERVICES

Summary of Report Made by Dr. Sam Lambert to the American Association of School Librarians, San Francisco, California, July 15, 1958

GERALDINE FERRING, *Supervisor*

Department of Libraries and Textbooks, Bureau of Instructional Materials,
San Francisco Unified School District

At the afternoon meeting of the A.A.S.L. in San Francisco, July 15, 1958, Dr. Sam Lambert, head of N.E. A. Research, reported on the results of the nationwide study of "The Secondary-School Teacher and Library Services" launched by the Research Division of the National Education Association in January 1958.

The questionnaire was sent to a careful sampling of 5,000 teachers in urban school systems, systems which had 2,500 or more population. Replies were received from 1,468 teachers, and although this 30 percent return is not large, it is fairly representative of both the known distribution of teachers according to major teaching areas and of the size of school districts. Dr. Lambert emphasized that responses to the questionnaire are still being tabulated and asked the audience to keep in mind that his remarks were based only on this partial tabulation to date.

One of the major findings of the study is that the school library is now an integral and universal part of the American public secondary school in urban areas. More than 99 percent of all teachers included in the study were teaching in schools that had central libraries.

The fact that teachers may lack understanding of the role and function of the school library may be due to the fact that one-fourth of the teachers reported that they had received no such instruction as part of their professional training in college. Forty-eight percent of such instruction had been treated incidentally in some classes while in college. Thus, approximately three-fourths of the teachers reporting had received no instruction or only incidental instruc-

tion about the school library. Thirteen percent had received such instruction as a definite part of their professional training, and another 13 percent had taken at least one or more separate courses in library science.

Over half of the teachers responding said that their libraries contributed extensively to the instructional program in their schools; 37 percent felt that their libraries contributed much, but could do more; only 8 percent of the teachers felt that their libraries contributed very little. Teacher satisfaction with the school library is often based on the promptness with which teacher requests are acted upon by the librarian.

Perhaps the most important data collected by the study pertain to the opinions of teachers in the various subject matter areas. Teachers in three subject areas are the major users of the library. They are English, social studies, and science. The minor users of library services are the teachers in business education, industrial arts, and mathematics. As a group, the minor users tend to consider library materials to be relatively unimportant to the effective teaching of their subject area. Moreover, although a very high percentage of them believe that how to use various library resources should be a part of the education of all boys and girls, as a group, they feel little responsibility for making the development of library skills a fundamental part of the education of their pupils. These same teachers also tend to make the least effort to motivate and interest pupils in using library materials.

The profiles presented by the other subject areas included in the study—



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art, music, and health and physical education—are far less distinct, but these areas seem to hold an immediate and challenging potential for the expansion of library services.

The study has revealed that secondary school teachers are almost unanimous in the belief that learning how to use various library resources should be a fundamental part of the education of all boys and girls, and a substantial majority of teachers believe that they have a personal responsibility for helping to develop library skills.

Following Dr. Lambert's report, there was a panel discussion, moderated by Geraldine Ferring, San Francisco. The members of the panel were: Mrs. Florence Bean, social studies teacher, Peter Larsen Junior High School, Sacramento, California; Mrs. Lena Q. Fountain, English teacher and counselor, Vallejo Junior College, Vallejo, California; Mrs. Jane B. Hobson, Executive Secretary, Vermont Free Public Library Commission, Montpelier; Miss Marjorie Holmes, English and French teacher, Carpinteria Union High School, Carpinteria, California; Mr. Eugene Roberts, science teacher, Polytechnic High School, San Francisco; and Miss M. Bernice Wiese, Supervisor of School Libraries, Baltimore, Maryland.

The most important of their comments were that (1) it will be extremely useful to have such statistics to present to administrators; (2) A ASL should sponsor a movement to bring home to the administrators of teachers' colleges and the departments of education in universities the importance of instructing future teachers about the role and function of the library in the school program; (3) in-service programs should be instituted in school systems so that teachers who had not received such training could acquire that knowledge on the job; (4) greater emphasis should be put on well-organized programs for development.

(Continued on Page 36)

A BRIEF SUMMARY OF THE AASL CONFERENCE SESSION ON SCHOOL LIBRARY STANDARDS—A VIEW FROM THE SIDE-LINES

KENNETH E. VANCE

"How thrilling to see such a large number of people interested in elementary school libraries," exclaimed Elenora Alexander, as she saw more than one hundred individuals file out of the auditorium to participate in the discussion groups set up for those who were concerned with standards for elementary school libraries. It was the first day of the ALA Conference in San Francisco, and Miss Alexander, Vice-President and Program Chairman of AASL for 1957-58, was addressing an assembled group who had come to hear the first public presentation of proposed school library standards. In the audience were school librarians, public librarians, teachers, school administrators, library school faculty members and students, and representatives from the National Congress of Parents and Teachers, the American Association of University Women, the National Federation of Women's Clubs, as well as publishers and editors of children's and young people's books. The genuine interest in this particular program was evidenced by the fact that approximately six hundred persons had literally wound their way to the new and beautiful Luther Burbank Junior High School in special buses, taxis, and private cars to participate in this program. In addition to the elementary section, provision had been made to discuss library standards for the junior high school, the senior high school, the twelve-grade school, vocational, scientific and technical high schools, district and county units and the area of supervision of school libraries.

Upon arrival, the entire group convened in the auditorium for an orientation session. Ruth Ersted and Frances Henne, co-chairmen of the Standards Committee, presented background information about the work and progress of the committee. Virginia

McJenkin outlined the proposals for school library quarters.

After these general presentations the assembled body broke up into small groups for discussion purposes. There were seven sections, or levels, of interest, with as many as eight discussion groups per section. Discussion leaders and recorders for the thirty-one discussion groups had been chosen prior to the conference, as well as a reporter for each section. After an hour of discussion, the conference-goers reconvened by interest level and an attempt was made to summarize suggestions, recommendations, and commendations at each level. At 4:30 coffee and an assortment of delicious cookies were served by the Burbank School P. T. A.

It is not intended that this article should cover the contents of the proposed standards nor that it contain summaries of the proceedings of each discussion group. Rather, it suffices to say here, "They came, they saw, and they approved, generally," the work that had been done by the AASL Standards Committee. Both Audrey Newman of the State Department of Education in Florida and Mattie Ruth Moore of Dallas, Texas, expressed in a few words the feeling of most of us in regard to this interesting and inspiring session: "The whole affair had a distinct value in that many people from all over the United States, Canada, and even England, who were interested in good school libraries got together and discussed school library philosophy, local problems, patterns of service, and quantitative objectives. By giving the AASL membership an opportunity to react to the proposed standards, many more people understand the work of the committee and the leadership role of our school library association as it attempts to lift our vision toward the future."



Left to right—Mrs. Lucile Raley, Library Consultant, Waco Independent School District, Waco, Texas; Esther V. Burrin, AASL Vice-president, Coordinator of School Libraries, Metropolitan School District, Washington Township, Indianapolis, Indiana; Nancy Jane Day, Supervisor of Library Services, State Dept. of Education, Columbia, South Carolina. AASL Polynesian Buffet Supper at The Village in San Francisco, July 13.

Polynesian Buffet Supper

By BERNA SIMONCELLI, *Librarian*

Bureau of Libraries and Texts, San Francisco
Public Schools

The American Association of School Librarians opened its program at the American Library Association Conference at San Francisco with a gay welcome to delegates and friends in the form of a Polynesian buffet supper, preceded by a no-host cocktail hour, Sunday evening, July 13, at "The Village" in North Beach.

Five hundred and eleven persons, including thirty-five authors and twenty publishers' representatives, were present to enjoy the good food and fine program. To the sound of Hawaiian guitars, under an enormous fish-net ceiling, guests, wearing leis presented at the door, were served a variety of delicious Hawaiian food from well stocked buffet tables. The Hawaiian mood was evident in the table decorations: orchids for each guest, Kon-Tiki masks, and a genuine Polynesian necklace for the lucky winner at each table. Acting as hostesses were local librarians; special

guests at each table were authors and publishers' representatives. Hawaiian dances, songs, and music provided a delightful program.

Miss Margaret Girdner, chairman of the Local Arrangements Committee, welcomed AASL to San Francisco and introduced Miss Mary V. Gaver, outgoing president of AASL and Miss Elenora Alexander, incoming president. Miss Girdner presented each author.

To Mrs. Genevra Willey and to Mrs. Thelma Dahlin, co-chairmen, and to their Polynesian Buffet Supper Committee, our sincere thanks for a memorable evening.

State Assembly Breakfast

By BERNA SIMONCELLI

The AASL State Assembly Breakfast was held Tuesday morning, July 15, at the Sir Francis Drake Hotel.

Miss Mary K. Eakin, State Assembly Chairman, called the meeting to order. Members at the speakers' table were introduced. Roll-call of the states followed, Miss Eakin calling on each state delegation to rise and be

(Continued on Page 31)

REPORT OF AASL PRESIDENT

July 15, 1958

BY MARY GAVER

This report will exclude any business reported by other officers at this session or at the meeting on standards yesterday. It will exclude business to be reported at the General Session tomorrow night. I am reporting here for all other Committee Chairmen who have foregone this usual privilege in the interest of saving time for our program today. This has been a busy and productive year for your officers in advancing the concerns of school libraries, both through AASL activities and through cooperative efforts with our colleagues in other divisions of ALA and through other professional associations.

Our program activities in 1957-58 have been both varied and productive. The most significant advance has been in the progress made on the revision of the standards. In addition to the contribution made by the committee, the writers, and the two capable co-chairmen, the progress this year is the direct result of financial support by ALA, which in the two years 1956-58 contributed \$6,000, and a grant by the Carnegie Corporation of America, which in February 1958 gave us another \$6,000. Our division, as a part of our program at this conference, presents a progress report on the revision of the standards at the General Session tomorrow night. In addition, during this year, a committee has, in cooperation with a committee of DAVI, completely revised the library section of Evaluative Criteria of Cooperative Study of Secondary Schools; the new standards to be issued in 1960 will constitute standards for a materials-centered school library service. Our next job will be the implementation of our national standards, for which a detailed plan has already been worked out and budget requests submitted to ALA with our number one priority.

The really significant advance in

the work of our Professional Relations Committee, whose report you have already heard, is that an effective machinery has been evolved by which this rather complex operation can be carried out, financed, and directed by your officers. This work, too, was supported this year by an ALA appropriation. A sum adequate for its continuance, marked with our priority number four, has been requested for next year.

Our Executive Secretary continuously points out the need for new publications in school librarianship. The Publications Committee this year recommended the outline of an entire issue of a Bulletin to be published in the fall of 1959 by the National Association of Secondary School Principals. Laura Martin, a past president of AASL, is already at work as general editor. The publication will constitute a 250-page book on "The Effective Secondary School Library."

Don't lose sight of our February issue of the ALA Bulletin, edited this year by your Past President Dr. Batchelor, on "The School Library and the Gifted Child." Our advertising manager sold enough ads to pay for 12,000 of these reprints which have been extremely useful and timely during this past year. [The issue next year will be on "Inter-relationships of School and Public Libraries."] The NEA research study on "The Secondary School Teacher and Library Services" will be a highly useful tool for us, and the NEA Department of Classroom Teachers is also going to issue a study guide which can be used in faculty meetings and state education meetings. Four issues of our magazine have been published with a five-year cumulated index. The special issues on automation, international relations, elementary school libraries, and science and the



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By William O. Douglas. With photographs

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The Flight and Adventures of Charles II (W38)

By Charles Norman

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All About Famous Scientific Expeditions (A24)

By Raymond P. Holden

All About Animals and Their Young (A25)

Written and illustrated by Robert M. McClung

All About Monkeys (A26)

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All About the Human Body (A27)

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school library have provided valuable help on important aspects of our work. The budget request for continuance of the magazine has been assigned priority number two.

The leaflet on "How to Start an Elementary School Library" has been distributed free to many individuals and is being sold in quantity to at least two state PTA organizations. It was prepared by our Elementary School Library Committee, which also produced four articles in *School Executive*, *Junior Libraries*, and *Nation's Schools* and helped prepare the copy for the special issue of our own magazine. Thus we have produced and have plans for a number of publications in the secondary field. I know you will agree with me that we have great need for more and better publications about elementary school library service.

Our Student Assistants Committee has compiled an official roster of state associations of student library assistants and is carrying out a number of activities to serve as a clearing house of information on this subject. The committee on the Library Services Act has given wide publicity to our policy statement on "The Library Services Act and School Libraries" and we hope that this committee will revise the 1951 statement on standards for bookmobile service to schools. We have worked to develop a plan of presenting a professional award to a book in the field of education, but I must recognize that we have failed to produce a plan which the ALA Awards Committee would approve. We expect, however, to continue working on this essential public relations activity.

Committees working on the *operational* machinery of AASL include, in addition to those reporting separately today, Archives, By-Laws, Committees, Membership, Program Coordination, and State Assembly. These are, in a sense, the unsung heroes of any organization, who do the unspectacular but essential work. The effective-

ness of their work will be evident only in the gains made each year by the various program committees of the organization. I note here only the Committee on Committees, which has analyzed our organization and pointed out to the board the unserved areas of our field of responsibility; and the State Assembly Committee, which has grown in effectiveness but needs still further attention. I recognize also the quiet but effective work of Elizabeth Williams, our representative on ALA-COO, who has served us in this exacting assignment for three years.

It has been a demanding but satisfying year to serve the AASL as its President. I have attended for you the sessions of the School Library Section of the VEA, the Michigan Association of School Librarians, the Young People's Section of the Canadian Library Association, and in addition committee sessions and conferences in New York City, Washington, Philadelphia, Cleveland, Pittsburgh and Chicago, too numerous to mention here. During this past year your new Executive Secretary, Eleanor Ahlers, has made a real place for herself in the regard of our colleagues both in librarianship and in education. I believe, with the step now to be made toward NEA affiliation, that our association is at a turning point where we can go forward to new potentialities as a professional association. If we are to be truly mature in meeting this challenge, however, it is my belief that we must recognize two colleagues who have the opportunity and the obligation to work together—the librarian and the non-librarian educator. Each is equally important to our success and to the development which we can bring about, through our association, for the boys and girls of America. I am confident that you will go forward to meet this challenge under the able leadership of your new President and of our Executive Secretary, working together through both NEA and ALA.

THE NEW PRESIDENT'S MESSAGE

ELENORA ALEXANDER

The impetus given to the activities of AASL as a result of the ALA Conference program is as gratifying as the reception given to the conference by the host city of San Francisco.

For AASL the coming year promises to be one of progress, but there are also problems to be faced. Four of these deserve special attention here. The first consideration is the possible merger of *School Libraries* with the *ALA Bulletin*. This the Board must decide at the Midwinter meeting. A working paper covering the advantages and disadvantages of maintaining a separate publication and of merging with the *ALA Bulletin* was distributed at the AASL business meeting in San Francisco. The members in attendance were urged to present this matter for discussion at fall meetings of their respective state school library organizations and to report the consensus promptly to the AASL Board.

A second problem is whether or not steps will be taken toward establishing AASL as a department of the NEA while at the same time it remains a division of ALA. Although the Board finds such a move advantageous, final action has been deferred until Midwinter in order that the membership may have the opportunity to register approval or disapproval. This will be done via a mail vote to be taken within the next few weeks. Therefore, the NEA Affiliation Committee's report, (see page 25) included in this issue of *School Libraries*, warrants careful study.

A third major objective requiring attention of the Board is the completion, implementation, and promotion of the revised Standards for School Libraries. During the San Francisco Conference, membership reaction to the first draft of the Standards was indicated when the comments of some six hundred in attendance at the meeting devoted to this AASL project

were registered. The co-chairmen of the Standards Committee, Dr. Frances Henne and Ruth Ersted, in consultation with the chapter writers, spent the remainder of the conference weighing the evaluation made by the membership. Next steps include the preparation of the final draft; the submission of mimeographed copies to the representatives of the twenty educational organizations on the Standards Advisory Committee for reading and action by them; approval by the AASL Board at Midwinter, and, perhaps, presentation to Council; and the making of plans for the implementation and promotion of the Standards through the State Assembly Committee.

The fourth major concern is the representation of school librarians at educational meetings. Ten local arrangements chairmen have been designated to represent AASL at national educational meetings to be held in their respective localities. Under the guidance of the Professional Relations Committee, of which all are members, these local arrangements chairmen at each of the national meetings will plan, as circumstances make possible, for program participation, for exhibits and/or for consultant service. A gift of five hundred dollars from the ALA Exhibits Round Table will supplement the AASL budget item covering this expense and the assistance given by the ALA Publishing Department. AASL is indeed grateful for this opportunity to strengthen its relationship with other professional organizations.

Members, too, will further establish this status quo by actively taking part in educational meetings at the local, state, and national levels. Although membership in all groups may not be possible, any opportunity to attend open meetings or to appear on programs of other educational organizations

(Continued on Page 35)

PRESIDENT'S MESSAGE TO STATE ASSEMBLY

State Assembly Breakfast, July 15

BY MARY V. GAVER

As representatives of state school library associations, I am anxious that you know of three important activities which, I hope, each organization represented in the State Assembly will initiate or develop.

First is the recently-announced White House Conference on Children and Youth, to be held in Washington in 1960. We hope that both the preliminary conferences in each state and the national conference will include some school librarians as delegates. To that end, officers of each state association will need to find out within their own state how this delegation will be appointed. You should, in particular, check with your state library association and state education association and work with them. It is disconcerting to discover that in the discussion of such youth problems as juvenile delinquency and other social welfare matters, librarians are rarely included as important contributors.¹ Very few librarians were included in the 1950 White House Conference on Children and only four among the 1800 delegates to the White House Conference on Education. It is entirely up to you, to the officers of state associations, whether library service is effectively represented in 1960. Work to this end must be started at once.

Second, is the request for state conferences on instructional materials, in conjunction with state chapters of ASCD and DAVI. Last March an *ad hoc* committee of ASCD and DAVI called a pilot conference in New York City on this topic. About fifty people were present, including about eighteen school librarians from the immediate New York-New Jersey-Connecticut area. ASCD and DAVI are most anxious that other similar

conferences be held, and we urge you to contact officers of these associations in your state for this purpose. The Michigan Association of School Librarians has already planned such a conference for the middle of November, and Charlotte Coyle, immediate past president of the MASL, will preside.² Here is another most important field of activity directly pertinent to the concerns of school libraries, which can be carried out only through you, as officers of state school library associations.

Finally, I have a request of direct concern to AASL. Our committee for the revision of the 1945 School Library Standards is beginning now to see the end of its work. We are planning for publication in September 1959, and the Board of AASL has approved a plan for implementation of the Standards. Such a plan is an essential in speeding up the job of translating these Standards into action; it will involve active participation on the part of each state school library association, and I am requesting that you take the first step between now and January, 1959. This first step is the appointment of a representative from your association to work in your state on Standards implementation. This person should, if possible, be able to attend either the Midwinter 1959 or the Washington Conference, preferably the latter. The program of the State Assembly at Washington will, we hope, be the start of our real implementation campaign. We hope to have each state school library association represented. New Jersey, Colorado, Michigan and Virginia have already made such appointments. Will you please see that the name of your appointee is sent to me by January 1959?

¹ See, for example, Frances Spain's article in the May-June 1958 issue of JUNIOR REVIEWERS.

² You may want to write to her at 17222 Bentler, Detroit 19, Michigan, for information on their plans.

REPORT OF NEA AFFILIATION COMMITTEE

DR. LILLIAN BATCHELOR, *Chairman*

At the 1957 Midwinter Meeting the following action was taken at the AASL business session: "That a committee of five members be appointed to study ways and means by which AASL, while remaining a Division of ALA, might be affiliated with NEA; that the committee avail itself of the cooperation of the NEA-ALA Joint Committee."

The committee was appointed, and submitted progress reports at the Kansas City Conference in June, 1957 and at the Midwinter Meeting, in January, 1958. Conferences had been held during the year with Dr. Ashby of NEA and Mr. Clift of ALA; the departmental structure of NEA had been studied; membership files had been checked to determine the number of school librarians belonging to NEA; and a survey had been made of school librarians' membership in state and local educational associations. In addition, the practices of other national professional organizations in regard to affiliation with NEA or other groups had been examined. In their reports, the committee made no specific recommendations except for further exploration and study.

In March, 1958, arrangements were made by the chairman for a joint meeting of ALA and NEA personnel. The meeting was held at NEA Headquarters in Washington, D. C. on May 16. ALA was represented by David Clift, Executive Secretary; Eleanor Ahlers, AASL Executive Secretary; Lillian Batchelor, chairman of the NEA Affiliation Committee; Sara Jaffarian, committee member; and Mary Gaver, AASL President. NEA was represented by William Carr, Executive Secretary; and Lyle Ashby, Assistant Executive Secretary. Before the conference, the ALA representatives had studied in detail the organization of the departments of NEA, both those with executive secretaries at NEA Headquarters and those with

liaison persons only.

Although a single combined membership fee for ALA and NEA membership is considered desirable by the committee, it does not seem feasible at this time because of the complexity of the dues structure of the two associations. Reduced dues for school librarians who have obligations to both the teaching and library professions could not be arranged at this conference. Nevertheless the committee believes that affiliation with NEA has professional advantages for AASL members both as individuals and as a national group. ALA and NEA recognize mutual benefits for both associations.

The NEA Affiliation Committee of the American Association of School Librarians, having made a careful study of the subject of AASL affiliation with NEA, with AASL remaining a division of the American Library Association, recommends that AASL petition NEA for departmental status in accordance with the following:

That AASL, while remaining a division of ALA, become a department of NEA to be known as the American Association of School Librarians, a Department of NEA; that AASL have, therefore, the following official title: The American Association of School Librarians, a Division of the American Library Association and a Department of the National Education Association; that one set of officers serve both the Division and the Department.

It is proposed that this joint affiliation be effected according to the following conditions:

1. That AASL have privileges and responsibilities within NEA equal to those of other NEA departments and including listing in the NEA Handbook and programing at NEA conferences.

2. That upon payment of dues to

ALA and selection of AASL as a division of membership choice, members automatically have membership in AASL, a Department of NEA, without payment of additional dues.

3. That, while assumed that members of AASL would also be members of NEA, this regulation would not be enforced; that AASL would, however, urge its membership to become members of NEA.

4. That AASL, through ALA, provide and be the headquarters for the Division and the Department, with the AASL Executive Secretary serving both; that NEA, at the expense of NEA, provide a staff person for AASL liaison at NEA Headquarters.

5. That, upon approval by the AASL membership, this proposal be referred to the ALA Executive Board for steps necessary to ALA approval.

6. That, given approval by the AASL membership and ALA approval through its Executive Board, steps be taken to present a petition for NEA departmental status, signed by 250 AASL members who are also members of NEA, to the Representative Assembly of NEA. (Practice requires that a year elapse after presentation of the petition before final NEA action can be taken.)

Respectfully submitted,

Cora Paul Bomar, Elizabeth Hodges, Sara Jaffarian, Virginia McJenkin, Jessie Boyd, *Adviser*, Lillian Batchelor, *Chairman*

(Note from Executive Secretary): The foregoing material is of extreme importance to all school librarians. At the AASL Board of Directors meeting held in San Francisco, July 15, the motion was passed that the proposal of the NEA Affiliation Committee be accepted and that a mail vote be taken by the entire membership. This Board action was endorsed at the Membership meeting that afternoon. All AASL members will therefore receive ballots in November. Please study the preceding material carefully so that you will be prepared to vote at that time.

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REPORT OF THE PROFESSIONAL RELATIONS COMMITTEE

ELINOR YUNGMEYER, *Chairman*

AASL was officially represented during 1957-58 at the annual meetings of nine national education organizations. On three occasions AASL cooperated with ALA Publishing Department (DESP, NASSP, St. Louis regional meeting of AASA) and offered school library consultant service from the ALA exhibit booth. For one meeting (ASCD) AASL requested and received budget to rent exhibit space, and in this area school librarians planned and set up the exhibit and staffed the booth for consultant service. At five other conferences (NCEA, regional AASA in Cleveland, NCTE, NCSS, NEA) AASL secured free space in the professional exhibit area and offered consultant service with exhibit material supplied from AASL headquarters.

In addition, AASL members assisted in program planning or participated on the program as speakers, panelists or resource persons at five meetings (NCTE, NEA, DESP, NASSP, ASCD).

For two conferences other than these, AASL appointed an observer: PTA (Omaha) and the regional AASA meeting in San Francisco. AASL members represented the Association at the Secondary Education Board meetings and at Arden House meetings of the Round Table of National Organizations.

Members of the Professional Relations Committee revised an earlier questionnaire for use as an instrument to evaluate AASL participation in these educational conferences. All AASL members involved as observers, consultants or program participants or planners were asked to complete these blanks. Analysis of the returns and the evaluation done by the Executive Secretary, who attended six of the conferences, are in line with decisions made by the committee at Midwinter 1958. These decisions are as follows:

1. To continue effective AASL work with these educational organizations when AASL can help to plan or participate in the program. Every effort is to be made to strengthen this particular kind of relationship with the educational groups.
2. To continue cooperation with ALA Publishing Department and to offer consultant service at all conferences at which ALA Publishing exhibits.
3. To request budget for one AASL sponsored exhibit per year.
4. To attempt to offer consultant service in "professional areas" at other conferences for a second trial year. If after evaluation this proves no more successful than this last year, this effort should be discontinued and AASL representation confined to attempts to plan or participate in programs.

Plans for AASL representation at 1958-59 conferences are as follows: Ten AASL members have been appointed to the Professional Relations Committee and designated to act as local chairmen representing AASL to specific education groups; consultant service in conjunction with ALA Publishing Department exhibits will be offered at NASSP, AASA and ASCD; AASL has requested budget to purchase exhibit space in the commercial exhibit area for the DESP conference, and consultant service will be offered; free space in the professional area from which to offer consultant service has been secured for the NCTE meeting and is being sought for NCSS, NCEA and NEA; AASL members will participate on the programs for NCTE and NCSS, and they have been asked to assist in planning for NCTE, CLA, DESP, ASCD and ACEI. Contacts have been
(Continued on Page 33)

Report of AASL Committee For National Library Week

SARA JAFFARIAN, *Chairman*

In October of 1957 a liaison representative for AASL to National Library Week was appointed by the AASL president. An AASL member from each state was appointed to work with this representative, thus setting up an AASL committee for NLW. Members of this committee present at the ALA Midwinter meeting in 1958 met to plan promotion activity suggestions.

NLW headquarters distributed to each AASL committee member a packet of promotional materials and a list of the NLW state committee members. Also, through the courtesy of NLW, a list of 25 suggestions for "participation of school librarians and teachers in Library Week" was sent to all school library supervisors and committee members. These librarians distributed copies throughout their own states adding other local committee suggestions. Over 4000 in-school activities were reported by 25 state committee members. Fifteen state members reported 612 community-wide activities. A summary of school library participation in NLW was reprinted from *Library Journal*, June 15, 1958.

A pamphlet entitled "Every Child Needs a School Library" written by Mary V. Gaver, AASL president, was distributed through ALA along with two other specially prepared pamphlets on public library and college library services.

Several recommendations and suggestions for future celebrations were made by the initial AASL Committee and these will be taken into consideration in the plans for the 1959 National Library Week. Early planning on the local level was stressed. The AASL president has reappointed the chairman for another year. AASL committee members representing each state will be appointed to serve on the over-all state committee.

Treasurer's Report

Presented at the Annual Business Meeting
of the AASL at San Francisco,
July 15, 1958

KENNETH E. VANCE, *Treasurer*

The officers of the American Association of School Librarians feel that it is important for members of the Association to have a bird's-eye view of our financial operation and to know something about the procedures which we follow in regard to budget preparation and approval. I am, therefore, presenting the following information to you at this time. In order to have a complete picture of the financial operation of AASL, it is necessary to keep in mind that there is an over-all American Library Association budget as well as the budget that each ALA division prepares for its own program of activities each year.

The budget for the AASL activity program is prepared by its president, the past-president, the executive secretary and the treasurer. It must be presented each year to PEBCO (the ALA Program Evaluation and Budget Committee) for final approval. PEBCO, which is made up of the past presidents and executive secretaries of the several ALA divisions, met just prior to this conference and approved the AASL budget as we had presented it.

Our total budget request for the 1958-59 fiscal year was for \$5,181.00. This included a \$1,300.00 subsidy for our publication, *School Libraries*, and \$900.00 which will pay for needed additional clerical help in the AASL office. A breakdown of the AASL budget (given in order of priority, recommended by us to PEBCO and approved by PEBCO for 1958-59) is as follows:

<i>Name of Item</i>	<i>Budget Request</i>
Promotions of Standards	\$2,000.00
Subsidy for <i>School Libraries</i>	1,300.00
Salaries, clerical	900.00
Consultant centers	750.00

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MARY PEACOCK DOUGLAS NAMED GROLIER AWARD WINNER



Mrs. Mary Peacock Douglas, Supervisor of Public School Libraries, Raleigh, North Carolina, was presented the Grolier Society Award in recognition of her outstanding contributions to the reading of young people, on July 16, 1958, during the 77th Annual Conference of the American Library Association at San Francisco. The presentation was made at the second General Session of the Conference by Elizabeth Nesbitt, Associate Dean, Library School, Carnegie Institute of Technology, Pittsburgh, Pennsylvania, Chairman of the Grolier Society Award Committee.

The award citation, which carries with it a \$500 prize, praised Mrs. Douglas for "her wide and constructive influence on library work with children and young people" and called attention to "her notable contributions to the development of school library work in North Carolina and throughout the country; her work with teachers, librarians and administrators to promote quality in book selection, and to develop effective

techniques for the guidance and stimulation of boys and girls." Mrs. Douglas was also cited for "her leadership as manifested in her teaching, writing, and active participation in professional organizations."

The Grolier Society, Inc., of New York, established the annual award in 1953.

Mrs. Douglas taught English in the public schools of Salisbury, North Carolina, following graduation from the Woman's College of the University of North Carolina in 1923. She received her B.S. in L.S. at Columbia in 1931, having begun library science study in 1926. She was librarian in the Salisbury schools, 1926-1930, and was State School Library Adviser in the North Carolina Department of Public Instruction 1930-1947. She is the author of several school library handbooks and is a frequent contributor to library and educational periodicals. She was chairman of the ALA Joint Subcommittee on Postwar Planning for Children and Young People. She was president of the North Carolina Library Association, 1939-41, and president of the ALA Division of Libraries for Children and Young People, 1944-45. She has taught summer courses in library science at the College of William and Mary, University of Minnesota, University of Illinois, University of Oregon, University of Southern California, San Jose (Calif.) State College, and conducted a school library workshop at the University of Hawaii during the summer of 1958.

Recruit a member for the American Association of School Librarians, a Division of the American Library Association. All of us should consider ourselves a part of the membership committee. AASL needs your help. Do your part to recruit one member.

Grolier Scholarships In School Librarianship Go To Washington, Tennessee

The second annual Grolier Scholarships in School Librarianship have been awarded to the Department of Library Service, College of Education, University of Tennessee, and the School of Librarianship, University of Washington.

Announcement of the 1958 awards was made during the ALA Annual Conference in San Francisco by Mary V. Gaver, Associate Professor, Graduate School of Library Service, Rutgers University, at that time President of the American Association of School Librarians, a division of the American Library Association. AASL administers the awards, which were established in 1956 by The Grolier Society of New York with funds given by The Grolier Foundation.

Two scholarships of \$1,000 each are awarded every year for the professional education of school librarians—one to a graduate library school, the other to a school of library education offering an undergraduate program. The Grolier Scholarship Award Committee of the American Association of School Librarians selects two schools of library education from those applying, on the basis of demonstrated need for scholarships in school librarianship, scope of library education programs for school librarians, and the geographic locations of the institutions. According to the terms of the award, the institutions should be in different parts of the country. Selection of students to receive the scholarships is left to the discretion of the schools.

Chairman of the AASL Grolier Scholarship Award Committee was Mary Helen Mahar, Library Services Branch, Office of Education, Department of Health, Education, and Welfare. Members of the Committee

John Cotton Dana Publicity Awards

Among the twenty libraries honored in the 1958 John Cotton Dana Publicity Awards Contest, Tivy High School Library, Kerrville, Texas, was the school library winner. The award citation indicated that Tivy was honored "... for its exceptionally well-rounded publicity program marked by originality and variety, and its co-operation with the community as well as school groups."

The John Cotton Dana Publicity Awards Contest is sponsored jointly by *Wilson Library Bulletin* and ALA, through the Public Relations section of the Library Administration Division. Presentation of the framed citations for thirteen awards, two special awards and five honorable mentions were made by Howard Haycraft, President of H. W. Wilson Co., at a tea given by *Wilson Library Bulletin* at the Hotel Mark Hopkins, San Francisco, on July 14.

Scrapbooks submitted in the contest are now available for circulation to library groups or individual libraries through the ALA Headquarters Library.

were: Alice Lohrer, Library School, University of Illinois; Dorothy McGinniss, Department of Instructional Materials, Southern Illinois University; Eileen Noonan, Iowa State Teachers College; Eloise Rue, Department of School Libraries, Community Consolidated Schools, Evanston, Illinois.

Those interested in applying for these scholarships in school librarianship may write directly to the Department of Library Service, College of Education, University of Tennessee, Knoxville, or the school of Librarianship, University of Washington, Seattle 5.

YOU MAY WANT TO ORDER THESE

1. *Planning School Libraries in the State of Delaware*, a pamphlet prepared by a group of school librarians of that state. A statement from the office of the State Superintendent of Public Instruction describes it as "... a carefully prepared document which is a practical guide for persons who have the responsibility to plan school libraries. . . . All school superintendents, boards of education, school building architects, principals, and librarians should study *Planning School Libraries in the State of Delaware* when planning for libraries in elementary, junior, and senior high schools. This includes new buildings and old buildings which are being remodeled."

2. *Library Skills, Teaching Library Use Through Games and Devices*, by School Library Association of California, Northern Section. Fearon Pubs., 2263 Union St., San Francisco 23, Cal. \$2.00

3. *Subjects for Articles on School Libraries Desired by Editors of Education Periodicals 1958*. Kenneth I. Taylor, Leyden Community High School, Franklin Park, Ill. 50c (Order from author.)

Based upon results of two surveys yielding over 600 requests for specific subjects from editors of leading periodicals in the field of education.

4. *Help for Serving Young Adults*. As a service to librarians dealing with young adults, Harper & Brothers has begun putting the symbol YA inconspicuously at the bottom of the front jacket flap on certain adult books. Where the editors and promotion people feel that a title is of definite interest and value to young readers, YA appears. The symbol is being used sparingly and is intended as a definite recommendation. If suitability is questionable for any reason, it is omitted. Special care is taken in labeling fiction with the YA symbol. Harpers feels that because of this care in selection, young adult librarians can

safely accept the symbol at face value, and that it may well save them considerable time.

5. *Proceedings of the Workshop in Library Services for Young Adults*, which was held in the Library School, Louisiana State University, last winter. The workshop was sponsored jointly by LSU and ALA. The report presents in an excellent way the content of the conference; it will serve participants as a record of work done, and others will find it interesting and informative. Copies are available from the office of Mrs. Florriell Morton, Director, Library School, Louisiana State University, Baton Rouge 3, La.

6. Of interest to librarians in Catholic schools: *Basic Book and Periodical Lists for High School Libraries (Rev. 1958)*. \$1.00 This list, sponsored by the Michigan Unit of the Catholic Library Association, has been prepared by the parochial high school libraries in the State of Michigan. It contains approximately 600 titles. Order from Sister M. Rose Carlita, Aquinas College Library, Grand Rapids 6, Mich.

(Continued from Page 18)

welcomed. Illinois carried off the honors for the largest delegation of 22 librarians. Other well represented states were: New York with 16; Oregon, 15; Texas and Washington each with 12; Michigan, 10; Minnesota, 9; Pennsylvania, 8. Thirty-six of the 48 states were represented; England, Hawaii, and Canada each had one delegate present.

The eight State Assembly regions presented reports stressing types of program, and patterns of state organization.

Mrs. Elsie Holland and her co-chairmen, Mrs. Sidney Thompson, and Miss Jessie Boyd, together with their State Assembly Breakfast Committee, are to be congratulated on a job well done.

(Continued from Page 8)

each one—at ASCD in Seattle, DESP in Philadelphia, NASSP in Indianapolis, AASA in St. Louis and NCTE in Minneapolis. She spent one day in Cleveland at NEA; she looked in at some of the meetings at AASA in San Francisco. She was invited to attend the PTA and ACEI conferences, but was unable to do so. She participated in the program at ASCD and NCTE. Speaking engagements were filled at meetings of the Northern Section of the School Library Association of California at Turlock, the School Libraries Division of the Texas Library Association in Fort Worth, the Library Section of the Tennessee Education Association in Memphis, the New England School Library Association in Portland, Maine, and the Nutmeg 020 state group of student assistants in New Haven, Connecticut. She was a guest of the Indiana School Librarians Association in Indianapolis; she participated in the National Citizens Council for Better Schools Conference at Arden House in New York. In Chicago she prepared a paper that was read in her absence at the Illinois Library Association meeting. She spoke at a Saturday luncheon of the High School Librarians of Chicagoland, at a luncheon of elementary school librarians, principals and PTA reading chairmen, and at a dinner meeting of Phi Delta Kappa. She addressed the students in the Graduate School of Library Service at Rutgers University and spoke briefly to the students of the School of Librarianship at the University of Washington.

At times the work has seemed all-consuming. Several important and interesting invitations were regrettably declined. The fall calendar is already much too crowded.

There have been both inspiration and pleasure in serving as your Executive Secretary this year. It has been a rare privilege to work with the membership and the Board, and par-

Library Educator Honored

Dr. Florence Van Hoesen, Professor of Librarianship at Syracuse University (Syracuse, N. Y.) since 1929, on Wednesday (July 16) was awarded the Beta Phi Mu annual award for distinguished service to education for librarianship at the 77th Annual Conference of the American Library Association in San Francisco. The presentation was made at the program meeting of the ALA Library Education Division.

The award citation, read by William H. Carlson, Director, College Libraries, State System of Higher Education, Corvallis, Oregon, Chairman of the award committee, said in part:

"Dr. 'Van,' as she is affectionately known to her students, is an inspirational teacher as is obvious from the influence she has had on students of widely ranging age levels and varying background and experience. Students from foreign countries, older people rather apprehensively entering the profession, youngsters just beginning their careers, all have had her sympathetic support and encouragement."

Dr. Van Hoesen is active in the American Library Association; she is secretary of the American Association of University Professors and a member of a Special Committee to Develop a Joint Curriculum in Journalism and Library Science.

An award of \$50 goes with the Beta Phi Mu citation. This is the fifth year the award has been made by the national library service honorary fraternity.

ticularly with the President, Mary Gaver. The time, energy, wisdom and understanding that she has given to AASL and to ALA can be appreciated and understood by no one so well as your Executive Secretary, who has been constantly filled with admiration, amazement, and a sincere feeling of devotion and friendship.

(Continued from Page 28)

Leaflet—"How to Start an
Elementary School Library" 31.00
Committee expenses (20 committees,
each allowed \$10.00 by ALA
regulation) 200.00

In addition to this approved AASL
program budget, the American Li-
brary Association provides the follow-
ing services to our AASL Division:

1. Salary for an Executive Secretary.
2. Salary for a secretary for the Executive Secretary.
3. Travel allowance for the Executive Secretary.
4. Travel allowance for the Division President (\$400.00).
5. Postage, telephone and telegraph expenses.
6. Stationery and supplies.
7. Office space, maintenance, equipment and janitorial service.
8. Printing and mailing of election ballots.
9. Exhibit space at annual ALA conferences.
10. Services of the Public Relations, Membership, Accounting, Mailing Departments, and Headquarters Library.
11. Eleven issues of the *ALA Bulletin*.
12. ALA executive offices, committees, PEBCO, Executive Board, Washington Office.
13. ALA Conference and Midwinter meetings.

What I have given here is only a brief description of the financial operation of the American Association of School Librarians. I have attempted to explain the items of the AASL budget as well as the services which come to our Division through the expenditures of the parent organization. In the total picture for all these services the American Library Association spends approximately \$25.00 per member. The average ALA dues are about \$13.00. The difference of \$12.00 comes from other sources of income. In closing I would like to emphasize that we keep in mind, always, that our annual dues are spent not only

for the purpose of improving library services within our own special field of interest, but also in advancing the cause of libraries and the library profession everywhere.

(Continued from Page 11)

concepts are implicit in the mental hygiene approach. One thing more we share is the opportunity to demonstrate the strategic role of school personnel in helping with personality problems. We have the responsibility of more intensive work, while you have a natural role with great numbers of students and the very important function of making available the excellent published material in this field.

**ALA Conferences: Washing-
ton, D. C. June 21-27, 1959;
Montreal, June 19-25, 1960;
Cleveland, July 9-16, 1961.**

(Continued from page 27)

made with other education organiza-
tions for representation at their na-
tional conferences.

The committee is also concerned with regularizing procedures for maintaining contacts with the various education groups. Groups within the committee have been responsible for filling in instruction sheets and directions for local chairmen as well as outlining the functions and responsibilities of consultant centers and staff. It is hoped that the next year will see the compilation of a manual of procedures for the committee.

(Continued from Page 12)

	1934	1954
Number of school libraries.....	130,854	186,090
Books and periodical issues in them.....	57,977,875	142,431,000
Average number of books and periodical issues per library....	458	765
Total number of schools.....	163,079	197,664
Percentage of schools with libraries.....	80.2%	94.1%
Number of pupils in all schools.....	23,538,899	29,552,987
Average number of books and periodical issues per pupil.....	2.4	4.8

BOARD OF DIRECTORS MEETINGS

Tuesday, July 15

The meeting was called to order at 10:00 a.m. by the president, Mary V. Gaver. The minutes of the sessions held during the Midwinter meeting were approved as corrected.

Miss Gaver reported on the progress of the NEA Research Study entitled "Secondary School Teachers and Library Services" and of the study guide, for which ALA has contributed \$100.00, to be published in the fall. It was voted that a letter of appreciation be presented to Dr. Lambert and a copy sent to the NEA Executive Secretary.

Mrs. Lillian Batchelor reported on the work of the NEA Affiliation Committee and the proposal for presentation at the Tuesday afternoon membership meeting that AASL become a department of NEA while remaining a division of ALA. The motion was passed that the AASL Board endorse the proposal of the NEA Affiliation Committee as corrected in three places and direct that a mail vote be taken by the membership.

Elenora Alexander presented information about *School Libraries* and the working papers to be given to the membership at the Tuesday afternoon session. It was voted that the Board continue study of the publication of the magazine and postpone a final decision until Midwinter 1959.

Elizabeth Williams and Louis Shores reported from the COO meeting on the statement on materials to be presented to the ALA Council for approval. According to this compromise proposal the type-of-library division would be responsible for the initiation, review, endorsement and promotion of materials; the type-of-activity division would accept from the type-of-library divisions assignments most closely related to its field of responsibility. Questions were asked of the guests and discussion ensued. A show of hands indicated that the majority approved the COO proposal. The Board expressed appreciation to Miss Williams for her effective representation of AASL on COO.

The meeting was adjourned at noon.

Wednesday, July 16

The meeting was called to order by President Mary V. Gaver at 8:30 a.m. Mrs. Batchelor reported on the PEBCO meetings of July 12-13. She emphasized that program evaluation had been stressed; that the subcommittee on division periodicals had indicated that the *ALA Bulletin* might not be the organ to include all division periodicals but that all should be studied with the view of solving editorial problems and improving quality; that all committee allotments would be cut to ten dollars each for the next fiscal year; that the AASL budget had been accepted as presented.

Mrs. Helen Bennett, chairman of the Committee on Committees, was introduced. She

continued her report on the organization of committee structure and functions of committees on which she had given a preliminary report at Midwinter. When the explanation of changes in the revised version was given, the general consensus was that the following changes be effected: (1) That the subcommittee on budget be eliminated and that the Program Evaluation Committee be changed to Program Evaluation and Budget Committee; that the immediate past president be chairman of the AASL PEBCO Committee and that the treasurer be a member of this committee; that the vice-president be chairman of the Program Coordinating Committee. (2) That under the Committee on Improvement and Extension of School Library Services, the Elementary School Libraries and Student Assistants subcommittees be made standing rather than special committees and that a Secondary School Libraries Committee be added as a standing subcommittee; that a special subcommittee on the Library Services Act also be added. (3) That the title of the Editorial Committee be changed to *School Libraries Editorial Committee*; that the title of the Committee on Awards be changed to Awards and Scholarships, with the Grolier Scholarships Committee as a subcommittee. (4) That the NEA Affiliation Committee be made a special subcommittee of the Committee on Professional Status and Growth. It was voted that the two categories of committees be (1) operational and administrative, and (2) program; that the Professional Relations Committee be program and the *School Libraries Editorial Committee* be operational and administrative.

It was voted that the titles and functions as reported by the Committee on Committees be approved as corrected and changed and that the committee be dissolved with thanks.

Mrs. Dora Hay, chairman of the Bylaws Committee, was introduced to report both on progress made in re-writing the AASL bylaws and on the meeting of the ALA Bylaws Committee the preceding day. Mrs. Hay was directed to continue work on the bylaws which will not be presented for acceptance until next year.

The motion was passed that the Executive Secretary be directed to write to the appropriate personnel in ALA to protest the use of the letters AASL by another division.

Miss Alexander, with the assistance of Sybil Baird, led a discussion of the editorial problems and policies of *School Libraries*. Themes and guest editors were approved for the four issues of 1958-59. The report of the editor, Fannie Schmitt, was read and discussed.

The meeting was adjourned at noon.

Saturday, July 19

The meeting was called to order by the new president, Elenora Alexander, at 8:30 a.m.

Miss Gaver presented background information about the proposal of the Edgar B. Stern Family Fund to place \$5,000 worth of magazines in high school libraries. Esther Burrin, chairman of the *ad hoc* committee introduced the committee's recommendations: that an additional \$500.00 be given for administering the fund through the office of the AASL Executive Secretary; that \$100.00 be given to each of fifty schools with the emphasis on selecting "windows on the world" publications as suggested by the Stern Family; and that the schools be selected at random from the list compiled as the result of the standards questionnaire. Within the framework of the COO proposal on materials as accepted by the ALA Council, the committee recommended that the list of magazines be compiled by the YASD Magazine Evaluation Committee at the request of AASL. It was voted to accept the recommendations of the committee.

The material on implementation of standards was discussed under the leadership of Miss Gaver, who will serve as chairman. The motion was passed to approve the plans and time schedule in spirit, with changes as needed by the committee.

Marylyn Davis reported for Helen Sill on the status of the proposed award for the educational textbook which best covers the school library program. After some discussion as to the worth of the award, the motion was passed that the new committee of Professional Status and Growth inform the education departments of publishers of the new AASL Standards and work with them in other ways; that the committee contact state chairmen of various regional accrediting associations and state departments of public instruction to learn the names of people evaluating school programs.

The topic of "Inter-relationships of School and Public Libraries" for the February reprint of the ALA *Bulletin* was discussed and approved. Guest editor will be Miss Gaver.

The PTA statement on elementary school libraries approved by their Board in May was discussed, with the recommendation that, since PTA has not had a representative on the AASL Standards Committee and does not have a complete understanding of AASL philosophy, a letter should be drafted suggesting that the second paragraph of the statement be expanded, that the term "small" schools be defined, and that the last section be made stronger.

The Executive Secretary presented material about making a provision for sections in the AASL bylaws. It was voted that the Executive Secretary send copies of the material on sections to the chairmen of the two

groups of school library supervisors, stating that the AASL Board would welcome the establishment of these two sections and suggesting that the groups consider the material at Midwinter.

After a discussion of Miss Godfree's request for co-authors to assist in writing a script on the library as a materials center for the Audio-Visual Commission on Public Information, the names suggested were approved with the addition of that of Ed Schofield.

Miss Gaver led the discussion about the future of the Publishers' Liaison Committee. The motion was passed that the AASL president should ask the YASD president to keep AASL informed about future plans of the YASD Program Activities Committee which has reported its concern about the reviewing and publication of books for young adults.

The committee appointments reported by Miss Alexander were confirmed by the Board.

Miss Gaver, a member of the ALA Special Committee of Five reported on the progress made in drawing up a statement on the broad program of future goals of ALA. Councilors and Board members will receive material for comments and criticism early in the fall.

Miss Burrin, as Conference Program chairman, explained tentative plans already made for the Washington Conference. Pre-conferences were discussed, both on planning school library quarters and on undergraduate library education standards. The motion was passed that AASL jointly sponsor the latter conference as proposed by LED.

Miss Alexander announced the gift of \$500.00 to AASL from the ALA Exhibits Round Table for next year to be used for professional relations, consultant centers and exhibit activities. Suggestions for the best use of this money were considered, with the emphasis on travel expense for officers and other AASL representatives to national education conferences.

After a brief discussion of the further work of the NEA Affiliation Committee, it was voted that the committee continue to work on a dues structure to assist school librarians in becoming members of both AASL and NEA.

The meeting was adjourned at 1:30 p.m.

Respectfully submitted,
ELEANOR E. AHLERS,
Executive Secretary.

(Continued from Page 23)

tions will make for better understanding of school libraries. Such participation will also open new insights into ways in which the profession may come nearer to fulfilling its objectives.

SUMMARY OF MINUTES, SAN FRANCISCO CONFERENCE

Membership Meeting—Tuesday, July 15

The meeting was called to order by the president, Mary V. Gaver. The minutes of the Midwinter meeting were accepted. Board members and other platform guests were introduced.

Mrs. Dilla MacBean, chairman of the Nominating Committee, in the absence of Ray Erbes, chairman of the Elections Committee, gave the report and introduced the new Board members as follows: Officers—vice-president, president-elect, Esther V. Burrin, and recording secretary, Dorothea Dawson; Directors—Region 2, Mrs. Rachael W. De Angelo; Region 3, Cora Paul Bomar; Region 5, Lyle E. Evans; Region 6, Elinor Yungmeyer; ALA Councilor—Miriam E. Peterson.

Kenneth Vance, treasurer, presented a brief summary of the AASL program budget as approved by PEBCO.

Sara Jaffarian, chairman of the National Library Week Committee for AASL, reported briefly on the activities of school librarians during the past year and indicated plans for 1959.

Elinor Yungmeyer, chairman of the Professional Relations Committee, reported on AASL contacts of the past year and on future plans, including exhibits, school library consultant service and participation in programming at national education association meetings.

In the absence of Fannie Schmitt, editor of *School Libraries*, Elenora Alexander presented a brief report on the present status of the magazine and the action taken by the AASL Board at Midwinter favoring merging with the *ALA Bulletin* at the end of the 1958-59 fiscal year. She indicated that further study would be carried on and that expressions from the membership and from state school library associations would be needed if the magazine is to be maintained. She urged that consideration be given to the advantages and disadvantages of combining with the *Bulletin* as shown on the working papers in the hands of members present.

Mrs. Lillian Batchelor, chairman of the NEA Affiliation Committee, called attention to the mimeographed report which had been distributed. She first summarized briefly the history and activities of the committee as given on the first page and then read the proposal for AASL to become a department of NEA while remaining a division of ALA. The Executive Secretary was asked to read the motion adopted by the Board to accept the report as corrected and to direct a mail vote of the entire membership in the fall. It was voted to endorse this action taken by the Board.

Due to lack of time the annual report of

the Executive Secretary was announced for October publication in *School Libraries*.

The President read her report of the activities of the year. The progress made on the Standards project was described as a major activity of the Association during the year; activities of the Professional Relations Committee were stressed; the fall 1959 issue of the *NASSP Bulletin* on "The Effective School Library," with Laura Martin as editor, was mentioned, as were the NEA Research Study on "Secondary School Teachers and Library Services" to be published in the fall of 1958, and the February *ALA Bulletin* reprint of 1958 on "The School Library and the Gifted Child," edited by Mrs. Batchelor. The work of the Elementary School Libraries Committee in placing articles in education periodicals and in producing the leaflet "How to Start an Elementary School Library" was emphasized. Activities of the Student Assistants Committee, Committee on the Library Services Act, Bylaws, State Assembly, Archives, Program Coordinating Committee on Committees were all mentioned. Credit was given to Elizabeth Williams for effectively representing AASL at COO meetings.

Carolyn Whitenack presented three resolutions expressing appreciation to Mary Gaver, Eleanor Ahlers, David Clift, Frances Henne and Ruth Ersted for their contributions to AASL this past year.

Miss Gaver then introduced Dr. Sam Lambert, Director of the Research Division of NEA, who presented a summary of the findings on the study, "Secondary School Teachers and Library Services," to be published by NEA this fall. Geraldine Ferring, librarian for the San Francisco Unified School District, introduced the librarians and teachers on the panel who interrogated Dr. Lambert and discussed the results of the survey and its possible uses.

The meeting was adjourned at 4:10 p.m.

Respectfully submitted,
ELEANOR E. AHLERS,
Executive Secretary

(Continued from Page 16)
ing pupil skill in the use of library materials.

The definite date for the publication of the NEA study on "Secondary School Teachers and Library Services" has not been announced, but an advance report will be found in the October issue of the NEA RESEARCH BULLETIN.



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Region IV: Dr. Alice Brooks McGuire, Casis Elementary School Library, Austin, Texas (1959).

Region V: Lyle E. Evans, Provincial Supervisor of School Libraries, Dept. of Education, Regina, Saskatchewan, Canada (1960).

Region VI: Elinor Yungmeyer, School Library Consultant, State Library, Lansing, Michigan (1960).

Region VII: Gladys Lees, Director of School Libraries, Tacoma Public Schools, Box 1357, Central School, Tacoma, Washington (1959).

Region VIII: Edna Ziebold, Director, Library Service, San Diego County Schools Library, San Diego 10, California (1959).

ALA Councilors

Marylyn Davis, Librarian, Greenwich High School, Greenwich, Connecticut (1959).

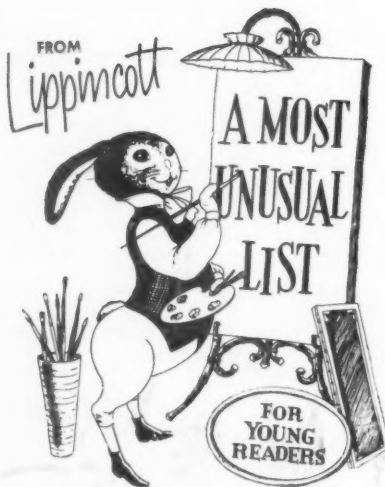
Sara Fenwick, Assistant Professor, Graduate Library School, University of Chicago, Harper Memorial Library, Chicago 37, Illinois (1960).

Margaret Moss, Director of School Libraries, Board of Education, 351 W. Wilson St., Madison 3, Wisconsin (1961).

Miriam E. Peterson, Director, Division of Libraries, Chicago Public Schools, 228 N. LaSalle Street, Chicago 1, Illinois (1962).

Carolyn Whitenack, Assistant Professor, Library and Audio-Visual Education, Purdue University, West LaFayette, Indiana (1960).

Through the ALA Membership Committee budget AASL has prepared and had printed 25,000 leaflets entitled "You Will Want to Belong to the American Association of School Librarians." These leaflets will be distributed at state and regional meetings but will not as planned at present be used in quantities for individual mailings. Any state association or membership representative who desires bundles of the leaflets, request them from the AASL Executive Secretary at 50 East Huron Street, Chicago 11, Illinois.



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